

Student _____

Year _____
AIMS-A, Level II
Form 3A**SCHOOL/VOCATIONAL DOMAIN—JOB/VOLUNTEER ACTIVITY
DATA SHEET**

The student will identify an area of interest for a job or volunteer opportunity and fill out the necessary forms.

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts without cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:								
8. Student uses the completed application to apply for a job or volunteer position.								
7. Student writes legibly and transfers information from draft to final copy.								
PO1 Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. (W03-S1C5)								
PO4 Write legibly.(W03-S1C5)								
6. Student uses a personal data sheet, telephone book, and/or dictionary to edit and revise application.								
PO2 Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. (W03-S1C4)								
PO1 Identify punctuation, spelling, and grammar and usage errors in the draft. (W03-S1C4)								
5. Student checks application for complete and accurate information.								
PO2 Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order. (R02-S3C2)								
PO3 State the meaning of specific signs, graphics and symbols (e.g., computer icons, map features, simple charts and graphs).(R02-S3C2)								
PO2 Add details to the draft to more effectively								

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accomplish the purpose. (W03-S1C3)								
PO3 Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. (W03-S1C3)								
PO5 Modify word choice appropriate to the application in order to enhance writing. (W03-S1C3)								
4. Student practices completing an application by locating and interpreting information found on the resume.								
PO3 Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.). (R03-S1C4)								
PO3 Ask relevant questions in order to comprehend text. (R03-S1C6)								
PO5 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (R03-S1C1)								
PO4 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. (R03-S1C2)								
PO1 Write a draft with supporting details (e.g., invitation, resume, application). (W02-S1C2)								
3. Student collects various applications from each of the job/volunteer locations.								
2. Student identifies and uses a variety of resources to find job/volunteer opportunities.								
PO2 Locate facts in response to questions about expository text.(R02-S3C1)								
PO4 Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (R03-S3C1)								
1. Student identifies and locates specific information by using the organizational features of the provided template to develop a resume.								
PO4 Relate information and events in a reading selection to life experiences and life experiences to the text. (R02-S3C6)								
PO6 Connect information and events in text to life experiences and to related text and sources. (R03-S3C6)								
PO3 Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices, italics, key words) in expository text. (R02-S3C1)								
PO2 Participate in creating simple summaries from informational texts, graphs, tables, or maps.(W02-S3C2)								

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Form 3B**RECREATION/LEISURE DOMAIN—RECREATION/LEISURE ACTIVITY
DATA SHEET**

The student will compare different recreation and/or leisure opportunities and choose one in which to participate.

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts without cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:								
6. Based on the information obtained, student will select an activity in which to engage.								
PO1 Draw conclusions based on existing information. (M03-S5C2)								
5. Student will determine the cost of the event including the cost of equipment, special clothing, transportation, admission cost, and concessions including taxes.								
PO2 Locate facts in response to questions about expository text. (R03-S3C1)								
PO17 Apply addition and subtraction in contextual situations, through \$20.00.(M03-S1C2)								
PO1 Solve grade-level appropriate problems using estimation. (M03-S1C3)								
4. Student will determine how much time is needed to get ready for and travel to the event to arrive on time.								
PO6 Solve word problems using grade-level appropriate operations and numbers. (M03-S1C2)								
PO1 Use variables in contextual situations (e.g., we have two, we need three more). (M03-3C3)								
PO3 Tell time to the quarter hour using analog and digital clocks. (M02-S4C4)								
3. Using appropriate labels and title from organized data, student will determine interest in attending								

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events (e.g., create a chart of how many students are interested in attending each one).								
PO1 Record information (e.g., observations, notes, lists, charts, map labels, legends) related to the topic. (W03-S3C2)								
PO2 Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data. (M03-S2C1)								
PO6 Solve problems using graphs, charts, and tables. (M03-S2C1)								
PO1 Identify the concepts some, every, and many within the context of logical reasoning. (M02-S5C2)								
PO2 Identify the concepts all and none within the context of logical reasoning. (M02-S5C2)								
2. Student will create a calendar of identified community events and activities.								
PO4 Name the days of the week for yesterday, today, and tomorrow (e.g., If today is Wednesday, what day will it be tomorrow?). (M01-S4C4)								
PO4 Determine the passage of time using units of days and weeks within a month using a calendar. (M02-S4C4)								
PO3 Determine the passage of time across months (units of days, weeks, months) using a calendar. (M03-S4C4)								
1. Student will identify and use a variety of resources to find community recreation/leisure activities and/or events.								
PO4 Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (R03-S3C1)								
PO1 Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, group discussion). (W01-S1C1)								
PO3 Organize ideas using simple webs, maps, or lists. (W01-S1C1)								
PO3 Write multiple sentences in an order that supports a main idea or story. (W01-S2C2)								

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Form 3C**COMMUNITY DOMAIN—TRANSPORTATION ACTIVITY
DATA SHEET****The student will determine the route of travel from starting point A to the selected event at point B.**

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

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S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts without cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:								
5. Student identifies and uses a variety of sources to create a web of transportation options for the selected activity including time and cost variables.								
PO4 Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (R03-S3C1)								
PO5 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (R03-S3C1)								
PO18 Use decimals through hundredths in contextual (money) situations. (M02-S1C1)								
PO19 Compare two decimals using money, through hundredths, using models, illustrations, or symbols. (M02-S1C1)								
PO1 Solve grade-level appropriate problems using estimation. (M03-S1C3)								
PO6 Solve problems using graphs charts, and tables. (M03-S2C1)								
PO3 Tell time to the quarter hour using analog and digital clocks. (M02-S4C4)								

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4. Student will use a map to indicate which streets and directions he/she will travel to get from the starting point A to location of the event at point B.									
PO2 Provide multi-step directions. (R03-S3C2)									
PO1 Paraphrase information from at least one source (e.g., Internet, reference materials). (W03-S3C6)									
PO3 Use concepts and terms of position and size in contextual situations: (1) inside/outside (2) left/right (3) above/below/between (4) smaller/larger (5) longer/shorter. (M01-S4C1)									
3. Student finds both locations on the map.									
PO4 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. (R03-S3C2)									
2. Student locates address of starting point A and address of selected event or activity at point B.									
PO2 Locate facts in response to questions about expository text. (R02-S3C1)									
PO1 Read whole numbers in contextual situations (through six-digit numbers). (M03-S1C1)									
1. Student selects job/volunteer assignment, grocery store, event, or recreation activity that is available in the community.									
PO2 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. (R01-S3C1)									

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**AIMS-A, Level II
Form 3D**

**DOMESTIC LIVING DOMAIN—ENTERTAINING FRIENDS ACTIVITY
DATA SHEET**

The student will plan a meal for at least three people.

***Directions:** Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.*

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts without cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:								
8. Student will purchase items on grocery list.								
7. Student will use the shopping list and grocery store diagram to identify where the items on the shopping list will be found.								
PO2 Classify common words into conceptual categories (e.g., animals, foods, toys). (R01-S1C4)								
PO6 Determine the meaning of common synonyms, antonyms, and homonyms. (R03-S1C4)								
PO5 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (R03-S3C1)								
PO2 Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order. (R02-S3C2)								
PO3 State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts, and graphs). (R02-S3C2)								
PO1 Follow a set of written multi-step directions. (R02-S3C2)								
PO4 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. (R03-S3C2)								

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6. Student will determine total cost of meal and whether there is enough money given the budget.								
PO16 Use decimals through hundredths in contextual situations. (M03-S1C1)								
PO4 Add one- and two-digit whole numbers with regrouping. (M02-S1C2)								
PO5 Subtract one- and two-digit whole numbers with regrouping. (M02-S1C2)								
PO4 Add a column of numbers. (M03-S1C2)								
PO1 Draw conclusions based on existing information. (M03-S5C2)								
5. Student will conduct cost comparison for amounts up to \$20.00.								
PO5 Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text. (R03-S1C6)								
PO2 Locate facts in response to questions about expository text. (R02-S3C1)								
PO1 Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic. (W03-S3C2)								
PO18 Use decimals through hundredths in contextual situations with money. (M02-S1C1)								
PO1 Solve grade-level appropriate problems using estimation. (M03-S1C3)								
PO6 Solve problems using graphs, charts, and tables. (M03-S2C1)								
4. Student will prepare a list (pictorial, verbal, or written) of needed items for the planned meal, then proof and edit the list for accuracy.								
PO1 Write a draft with supporting details (e.g., invitation, resume, application). (W02-S1C2)								
PO2 Add details to the draft to more effectively accomplish the purpose. (W03-S1C3)								
PO3 Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. (W03-S1C3)								
PO5 Modify word choice appropriate to the application in order to enhance the writing. (W03-S1C3)								
PO1 Identify punctuation, spelling, and grammar and usage errors in the draft. (W03-S1C4)								
PO1 Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. (W03-S1C5)								

3. Based on serving size, student will determine quantity of food/beverage items needed for a planned meal for four people.								
PO3 Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.). (R02-S1C4)								
PO8 Count by multiples to show the process of multiplication (10s, 5s, or 2s). (M01-S1C2)								
PO1 Use variables in contextual situations (e.g., we have two, we need three more). (M03-S3C3)								
PO7 Determine equivalent relationships: volume—cups and gallons, weight—ounces and pounds, and money—extend to amounts greater than one dollar. (M03-S4C4)								
2. Given a teacher-determined budget, student will identify and use a variety of resources to plan a meal for four people that includes beverage, main course, vegetable or salad, and dessert.								
PO3 Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices, italics, key words) in expository text. (connected to Writing—Research Strand) (R02-S3C1)								
PO4 Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (R03-S3C1)								
PO1 Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, group discussion). (W01-S1C1)								
PO3 Organize ideas using simple webs, maps, or lists. (W01-S1C1)								
1. Student will invite three friends to lunch via phone call or written invitation.								
PO2 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. (R01-S3C1)								
PO4 Write legibly.(W03-S1C5)								